



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY245345

DfES Number: 542324

### INSPECTION DETAILS

Inspection Date 19/01/2005  
Inspector Name Chris Gregson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Old Heath Community Pre-School  
Setting Address Old Heath Road  
Colchester  
Essex  
CO2 8DD

### REGISTERED PROVIDER DETAILS

Name Old Heath Community Pre School Ltd 4603737 1096410

### ORGANISATION DETAILS

Name Old Heath Community Pre School Ltd  
Address c/o Old Heath Community Primary School  
Old Heath Road  
Colchester  
Essex  
CO2 8DD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Old Heath Community Pre-school opened in 2003 and operates from one room in a demountable building. It is situated on school premises at Old Heath, Colchester. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.45 to 12.15 and 12.45 pm to 15.15 pm for 39 weeks. All children share access to a secure enclosed outdoor play area.

There are currently 21 children aged from 2 to under 5 years on roll. All children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs, and also supports a few children who speak English as an additional language.

The nursery employs four staff. Three of the staff, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Old Heath Community Pre-school provides good care for all children.

An excellent operational plan informs staff and parents of the organisation and high expectations of the management committee. Policies and procedures are in place to ensure the smooth day to day running of the pre-school. The supervisor is qualified and attends courses to up date her knowledge. Children are provided with excellent child-sized furniture to enable them to play, eat or rest comfortably during the session. There is a very good range of educational toys and games that children access easily. The outside area provides a playground area for wheeled toys and a small garden for growing plants.

Safety is a priority and staff are fully informed about health and safety issues. Systems are in place to ensure they are well informed about any dietary or medical needs. However, a few original childrens' records now need updating to give

permission for emergency medical treatment. Staff know how to comfort a child who becomes ill or has an accident. Very good procedures are in place so that staff know, and parents are informed about, child protection procedures.

An effective key worker system is in place and staff observe children and monitor their development. They plan interesting play activities and listen and talk quietly to the children. Staff work closely with parents if children need additional help to ensure they reach their potential.

Partnership with parents is very good and staff keep parents informed of their child's time at pre-school. Information for parents is very good and a notice board and newsletter ensure they know what is happening in the pre-school. Parents are very happy about the care of the children and feel welcome in the pre-school.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff know all the children as individuals. They provide excellent care and support for all children having an excellent understanding of young childrens' needs. They enable children to know the daily routine and this helps the new starter to settle.
- Children are provided with very good quality resources that they can access from low-level trays and shelves. There is a large open plan book area with lots of soft cushions, child-sized chairs, a book box, a book display and lots of informative, attractive posters. They also have access to two PCs.
- Partnership with parents is very good and they are made very welcome into the pre-school. They can help in the session as a volunteer helper on a rota basis.
- The special educational needs statement is excellent. It gives parents full information of the process involved if a child needs additional help to progress in their learning and development.
- An excellent operational plan has been organised under each area of the day care Standards and provides very comprehensive information for all. This is readily available in the classroom for parents to see.
- Children are provided with an excellent range of healthy snacks every day including a variety of fruit and vegetables.

#### **What needs to be improved?**

- older registration forms need updating so that parents give permission for emergency medical treatment.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment where not in place.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Old Heath Community Pre-school provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff understand how children learn in the Foundation Stage. They plan interesting and exciting experiments and activities so that the children are engrossed in their learning. There is a good balance between child-led and adult directed activities. The plans are very comprehensive and linked to the early learning goals and stepping stones. The assessment records are in the process of being improved, as they do not clearly show children's progress. Staff really know the children and ensure the plans include activities so that individual children will progress to their next step.

Staff observe children during the session and discuss their progress informally at staff meetings ensuring children are given support where needed and are moved onto their next step for learning. Staff work closely with parents and other professionals when an educational special need is identified. Behaviour management is very good with staff talking quietly to the children and explaining expectations within the pre-school.

Leadership and management of the pre-school nursery are very good. The management committee and staff have very high expectation for the child's learning. Staff are supported to update their knowledge and systems are in place to ensure their professional development. They attend short courses on a regular basis. There are staff meetings, annual appraisals and they make notes on the daily plans assessing both the children's learning and the success of the activity.

Partnership with parents is very good. Parents receive excellent information about the Foundation Stage and the early learning goals. They are encouraged to share their child's record of progress. Information about the days' activities and the topics are clearly displayed on the notice board.

### What is being done well?

- Staff plan very interesting, exciting activities that make good links across the areas of learning. For example, when planning the bird topic, the number of the week and the topic are brought together in the action song.
- Staff have high, but realistic, expectations of children's behaviour. They encourage independence and responsibility by giving children simple daily tasks in the classroom and rewarding them by adding their names to the 'sunshine tree'.
- Staff plan outdoor activities across the whole curriculum. For instance, large painting using wallpaper stretched across the wall of the building so that

Ndebele patterns can be coloured-in by the children.

- Good use is made of posters, photos and reference books to enable children to learn that written information can be used in a variety of mediums and books can be used for searching for information as well as reading stories.
- Staff encourage parents to be involved in the children's learning. They have open weeks at the end of term when parents can see their child's record and talk to staff. Parents are encouraged to send in items or visit to support topic work. For example, a parent brought members of his company band so that children could hear, handle and play professional musical instruments.

**What needs to be improved?**

- method of recording children's progress through the stepping stones.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and become fully engrossed in activities, for example, finger painting or number jigsaws. They form very good relationships with staff and each other and are confident to talk to other adults. They share and take turns at games and at the PC. Good behaviour and independence are encouraged and children willingly help tidy up. They know about their own environment and talk about home. They take part in a harvest festival and a nativity play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate using gestures and words. They know to listen and talk in turn, linking phrases together. Children enthusiastically sing and hear letter sound through a letter of the week. They use imagination and talk about what they are doing in the home corner. They hold books correctly and turn pages from front to back. An excellent writing area enables them to mark make. They develop good hand eye co-ordination, painting circles and writing their names with well-formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to ten and beyond, actively counting on their fingers and singing songs. They have a number of the week, play dice games, do jigsaw puzzles and see labels round the room so they know numbers. Children add and take away in practical activities and saying what number comes next. They use simple mathematical language to describe position, shapes and compare and measure size, for example when doing a jigsaw puzzle or playing at the sand and water tray.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe changes and the natural world, for example, floating ice that melts in the water tray or looking at bugs with a magnifying glass. They construct and build using man made and recycled materials. They competently use the mouse to change font colours in the art programme at the PC. Children talk about past events and their family and they go for walks in the school grounds to observe the wild life. Topic work and visitors give them an understanding of the wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move very confidently around inside and outdoors. They climb up the indoor climbing frame and pedal wheeled vehicles between the painted lines in the play area. Children know about their bodies through topic work and talk about which foods they should eat and when they are hungry. They safely use a range of large and small equipment and construct the large Gingerbread House and create large scale paintings. Children use their hands or tools to mould and shape playdough or clay.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children know about colours and textures through excellent arts and craft activities and a wide range of materials. For example, painting snowdrops using a pot of flowers for inspiration. Imaginative play is very good with staff supporting and extending children's ideas. Children use their imagination in their artwork and when painting to music or being a snowman melting on the floor. They use their senses in activities such as popping bubble wrap, using torches and tasting snacks.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following: further develop the assessment records ensuring they are linked to the stepping stones, consistent and updated on a regular basis.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*